

“COMMUNITY WALK” LESSON PLAN

Dates	November 26th	Subject	Social Studies	Grade Level	1
Length of Class Period	45 minutes	Unit of Study	Community Helpers	Lesson #	3
Developed by	Stephanie MacFarlane				

IDENTIFY DESIRED RESULTS

Learner Outcomes from the Program of Studies What are the SPECIFIC outcomes to be addressed in this series of lessons?

Subject Area: Social Studies

General Outcome/Guiding Question: 1.1: My World: Home, School, and Community

Specific Outcomes (List):

1.1.3 examine how they belong and are connected to their world by exploring and reflecting upon the following questions for inquiry:

- What helps us to recognize different groups or communities (e.g., landmarks, symbols, colours, logos, clothing)? (CC)

1.1.4 determine what makes their communities thrive by exploring and reflecting upon the following questions for inquiry:

- How does caring for the natural environment contribute to the well being of our community? (C, LPP)

1.1.5 distinguish geographic features in their own community from other communities by exploring and reflecting upon the following questions for inquiry:

- What are some familiar landmarks and places in my community? (CC, TCC)
- Why are these landmarks and places significant features of the community? (CC, I, TCC)

Subject Area: English Language Arts

General Outcome/Guiding Question: In what ways can listening and speaking be applied to develop oral communication?

Specific Outcomes (List):

- Share experiences, ideas, and information with appropriate volume, tone, and pace.
- Contribute to discussions as a listener and speaker.
- Respond orally to questions during discussions.

General Outcome/Guiding Question: What messages are conveyed through ideas and information within texts?

Specific Outcomes (List):

- Listen to a variety of fictional and informational texts that are read aloud.
- Share personal connections to ideas or information in texts.

Subject Area: Physical Education

General Outcome/Guiding Question: How might awareness of the surroundings impact movement?

Specific Outcomes (List):

- Demonstrate various ways of moving safely through space during physical activity.

- Environmental cues can help individuals with their spatial awareness in order to navigate through general space.

General Outcome/Guiding Question: How might awareness of the surroundings impact movement?

Specific Outcomes (List):

- First Nations, Métis, and Inuit physical activities and games are played for specific purposes that support physical movements used in daily life.
- Participate in a variety of First Nations, Métis, and Inuit physical activities and games.

Objective in student-friendly language What will students understand/experience/appreciate as a result of this lesson?	Assessment Strategies What will I accept as evidence of learning/development? Have I employed formative assessment? Do I make use of prior assessments in this lesson?
<p>By the end of this series of lessons students will...</p> <ol style="list-style-type: none"> 1. Recognize community landmarks that we have discussed in previous lessons 2. Share their observations to their peers and teacher using the sentence frame "I see..." 3. Make connections between the observed landmarks/symbols and the community helpers we have learned about <p>Student Friendly Objectives:</p> <ul style="list-style-type: none"> • I can find community landmarks • I can share what I see by saying "I see..." • I know what community helper uses what I see 	<p>I will know that the students have reached these outcomes through these assessments (formative and summative):</p> <ol style="list-style-type: none"> 1. Observation of what students are discussing and/or pointing out on the walk 2. Make note of what students notice and how they are engaging with the activity 3. Assessment of students' sharing (appropriate volume, tone, and pace) 4. Prompt students with questions (i.e., What community helper uses a mailbox?) to gauge their ability to make connections
Resources What materials/resources/technology will be required?	Personalization/Differentiation How will you attend to the needs of ALL learners in this lesson?
<p>Technology needed:</p> <ul style="list-style-type: none"> • Phone for taking photos • SMARTBoard to play https://www.youtube.com/watch?v=1B4ChTWd72s <p>What books, worksheets, or other materials are needed for this lesson?</p> <ul style="list-style-type: none"> • Winter clothes (i.e., boots, jacket, mittens) • Chart paper from previous class brainstorms 	<p>Universal Interventions (all students):</p> <ul style="list-style-type: none"> • Reviewing the class brainstorm so students have an idea of what we are looking for • Icons that correspond with our findings to support student interpretation of the ideas • Active engagement with students • Prompt students with questions during the walk • Point out key landmarks if they are missed (i.e., the general direction of a landmark or "what do you think that green thing is?") <p>Targeted Interventions (small groups of students):</p> <ul style="list-style-type: none"> • Preferential placement in line (Some students need to be near a teacher for safety and/or academic prompting) • Preferential placement in the sharing circle (i.e., wiggly students near the teacher)

	<ul style="list-style-type: none"> Learning (fidget) tools and rocking chairs for students who need additional support <p>Individual Interventions (specific students):</p> <ul style="list-style-type: none"> Student 1: <ul style="list-style-type: none"> Walk is scheduled during time when one-on-one support is available for safety Prompt with “do you see the ____” Student 2: <ul style="list-style-type: none"> Option to point to observations instead of verbalizing Prompt with “where is the ____” Student 3: <ul style="list-style-type: none"> Translate some components of the activity instructions in Spanish, as required Option to describe observations in Spanish Practice English vocabulary by prompting student to repeat (i.e., “can you say tree?”)
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LESSON PLAN SEQUENCE – LESSON 1

Introduction		
How will you ACTIVATE prior knowledge and ENGAGE them in the lesson and how does this lesson connect to prior lessons?		
<p>What prior knowledge do students need in order to progress with this lesson? How will you assess prior knowledge and link to new concepts in this lesson plan series?</p> <ul style="list-style-type: none"> In previous lessons, students have practiced identifying community landmarks by doing a virtual community walkthrough on Google Maps. We practiced the first time within the nearby community, Calgary, and other cities around the world that were important to the students. The second virtual walkthrough followed the route of our real community walk so students have seen the route previously. Brainstorm charts were co-created as a class to help students practice looking for landmarks. These are revisited often and are displayed in the class for students to see. Students have been reviewing community helpers and the related symbols/landmarks/tools in previous lessons 		
Learning/Activity Sequence		
How will students ENGAGE, EXPLORE, EXPLAIN, ELABORATE, and/or EVALUATE their understandings of the outcomes.		
What is the TEACHER doing? What is your plan for the body of the lesson? What steps are taken during the lesson?	What are the STUDENTS doing? How are they engaged while you are teaching the lesson?	Approx. time
<ul style="list-style-type: none"> Prompt students to think back to our virtual map walk throughs Explain that we will be going on an outdoor community walk. 	<ul style="list-style-type: none"> Sitting in the gathering space listening to instructions 	1 minute

<ul style="list-style-type: none"> • “Let’s look back at what we found on the SMARTBoard map. Who can tell me something we saw?” • Explain that these are things we should be looking for on our walk (these are called <i>landmarks</i>) 	<ul style="list-style-type: none"> • Raising their hands to share what they remember seeing on the virtual walk (using the chart for reference and/or support) 	3 minutes
<ul style="list-style-type: none"> • “Before we go outside, we are going to listen to a book” • Show the cover of <i>Walking Together</i> • “Why do you think we would read a book called <i>Walking Together</i> right now?” 	<ul style="list-style-type: none"> • Responding to the prompt questions with a silent hand • Listening 	1 minute
<ul style="list-style-type: none"> • Play the CBC Kids <i>Walking Together</i> video • Flip through the artwork in the physical book while the video is playing 	<ul style="list-style-type: none"> • Watching and listening to the video • Looking at the book 	3 minutes
<ul style="list-style-type: none"> • “It is important to remember that the Indigenous people were the first people on this land. Indigenous people know that the land is part of who we are. It is part of our community. So, before we learn from the land, we do something called <i>acknowledging</i> the land.” • “I can acknowledge the land by talking about what it means to me. I can say: The land makes me feel ... calm” 	<ul style="list-style-type: none"> • Listening 	1 minute
<ul style="list-style-type: none"> • “How does the land make you feel?” • Prompt students to answer in a full sentence • Lead a sharing circle • Start with the talking stick and pass it around the circle 	<ul style="list-style-type: none"> • Listening to peers • Speaking only when they have the talking stick • Sharing their connection to the land using the sentence frame 	5 minutes
<ul style="list-style-type: none"> • “Thank you for sharing” • Explain that we are now going to go on our walk and remind students that we are looking for the <i>landmarks</i> on our chart paper • “If you see a landmark, put your hand up high in the air so I can take a picture of it” • Review expectations of going on a walk (i.e., stay behind the teacher, stay on the sidewalk not in the snow) 	<ul style="list-style-type: none"> • Line up quietly at the door when prompted 	1 minute
<ul style="list-style-type: none"> • Lead students on a walk around the school perimeter 	<ul style="list-style-type: none"> • Following the teacher • Staying on the sidewalk • Observing their surroundings 	30 minutes

<ul style="list-style-type: none"> Point out landmarks that are missed, as necessary Take a picture of important <i>landmarks</i> we see 	<ul style="list-style-type: none"> Raising their hand to share ideas Respecting the land (i.e., we don't pick up or break things we find on the walk) 	
<p style="text-align: center;">Conclusion</p> <p>How will you ensure students walk away with a sense of understanding the PURPOSE of the lesson and its IMPORTANCE to their learning?</p>		
<ul style="list-style-type: none"> Students come back into the classroom after the walk and share their ideas in a whole group Students are encouraged over the rest of the day/week and in future lessons to make connections back to the community walk 		

PRE-SERVICE TEACHER REFLECTION, PARTNER TEACHER FEEDBACK AND ADVICE, AND NEXT STEPS

<ul style="list-style-type: none"> How do you feel your students experienced this lesson? How were they able to make explicit and self-evaluate their growing understanding, skills and/or knowledge? How did you employ formative assessment for/of/as learning? Were you successful in reaching all students? How do you know? How did you accommodate for diverse learners and those requiring accommodations? Were there opportunities to address Indigenous, intercultural, and interdisciplinary activities and knowledge? What went well and what needs refinement? What will you need to review or revisit in the next lesson?
<p>Next Steps:</p> <ul style="list-style-type: none"> Listening and speaking outcomes from English Language Arts will continue to be implemented in multidisciplinary lessons to progress these outcomes The next lessons in the sequence will involve creating a physical community map on the bulletin board outside our classroom. This will be co-created with students using the photos taken from the walk, student artwork (community helpers, self, and community vehicle), and other symbols. To build on FNMI components, we will revisit <i>Walking Together</i> and do another sharing circle using the prompt "The land makes me feel...". Students will create an artwork surrounding this theme. <p>Worked Well:</p> <ul style="list-style-type: none"> Students were engaged and excited for the community walk The timing worked well as it aligned with their regular gym period (students knew the routine of physical activity at this time) and was during a period where there was additional EA support in the classroom Students understood the connection between previous lessons and the purpose of this lesson Students made many observations that reached beyond the scope of what was discussed to keep an eye out for Students used the sentence frame we practiced in previous lessons ("I see...") and used full sentences to describe their observations Students made connections to the community walk afterwards (i.e., for the rest of the afternoon and later in the week) A garbage truck, mail truck, and school bus passed us during the walk, which was an excellent teaching opportunity about community helpers Students collected many ideas All student participated in the walk safely

- We were able to have another grade 1 class join us to participate in the lesson

Areas of Improvement:

- If possible, doing the walk when there is less snow on the ground would have made it easier for students to navigate (i.e., deep snow prolonged the walk)
- It was difficult to get input from all students (i.e., had trouble hearing ideas from students at the back of the line). It may have been beneficial to pair students up so the line was shorter and switch who was line leader every 5 minutes (i.e., leaders go to the back of the line) so all students had the opportunity to discuss with the teacher.
- This would have been a good opportunity to discuss road safety with students
- In the sharing circle, many of the students gave similar answers, they would have benefited from more pre-teaching of what vocabulary words they could use (i.e., a class brainstorm before the sharing circle). Another sharing circle with the same prompt will be done later in the week so I can consider this when teaching the next lesson.

Notes from my Partner Teacher:

- Another round in the sharing circle may have been beneficial. It would have given me the opportunity to model another answer to the prompt “the land makes me feel...” and give students an opportunity to share a *new* idea that is different from their peers